DOCUMENT RESUME

ED 263 257 UD 024 528

TITLE Bilingual Pupil Services 1983-1984. OEA EvaluationReport.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE [85]
NOTE 83p.
AVAILABLE FROM Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, New York, NY 11201.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Bilingual Education Programs; Chinese Americans; Elementary Education; Hispanic Americans; *Inservice Education; Limited English Speaking; Mathematics Instruction; Native Language Instruction; *Paraprofessional School Personnel
IDENTIFIERS New York (New York)

ABSTRACT

The Bilingual Pupil Services Program (B.P.S.) has been administered for ten years by the Office of Bilingual Education of the New York City Public Schools. In the 1983-84 school year the project provided in-service training of para-professionals to work with students of limited English proficiency (LEP) in grades one through six in the already existing Hispanic component and a new Chinese component. This evaluation focuses on the four sites serving the Chinese LEP students and a follow-up study of the past three years' paraprofessional participants in B.P.S. Students were assessed in English reading, Spanish reading, Chinese reading and mathematics (in English), with the following results: (1) Hispanic students made statistically significant gains in English reading, and Chinese students in grades two, three, five, and six also made significant gains; (2) Hispanic students gained in mathematics, an area in which Chinese students has mixed results; (3) Spanish reading tests showed significant gains in all but fifth grade; (4) results on the Chinese reading examinations were statistically significant. It was found that most paraprofessional graduates of B.P.S. become bilingual teachers, and over 70% are placed within New York City. The following recommendations are made for program improvement: (1) establish agreements with local universities to complement in-service training of paraprofessionals; (2) hire a field instructional specialist for the Chinese component; (3) acquire and adapt Chinese language materials; (4) test all Chinese LEP students schools to determine language proficiency; (5) study language policy of target schools in Chinese component with emphasis on frequency of native language use; (6) conduct workshops on the cultural styles of both Hispanic and Chinese peoples to enhance cross-cultural understanding. (CG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. K. Minter

NYC Board of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BILINGUAL PUPIL SERVICES

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: 30-00-00-01-00-00/21-82-5005

BILINGUAL PUPIL SERVICES

1983-1984

Project Director:
Celia M. Delgado

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Barbara Sjostrom, Evaluation Consultant
Robert Schulman, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

A SUMMARY OF THE REPORT

The Bilingual Pupil Services (B.P.S.) Program is an E.C.I.A. Chapter I project which has been administered for ten years by the Office of Bilingual Education of the New York City Public Schools. During the 1983-84 school year, the project provided in-service training of paraprofessionals to work with students of limited English proficiency (LEP) in grades one through six. In addition, the project added a new Chinese component to its already existent Hispanic component. Paraprofessionals were assigned to 26 elementary schools throughout the boroughs of Brooklyn, Manhattan, and the Bronx where the largest concentrations of LEP students are located. Schools within the fifteen target districts receive the services at no expense to them and were selected through a comprehensive process to ensure proper placement and training for the 63 paraprofessionals of the B.P.S. project.

Two field instructional specialists, the assistant director, and the project director conducted weekly in-service training, monthly workshops, formal and informal site visits, and provided assistance with curriculum or any other areas of need identified at each of the sites.

The evaluation for 1983-84 focused primarily on a description and analysis of the four sites serving the Chinese LEP students. Interviews and observations of the project paraprofessionals at these sites revealed their sense of project mission and dedication even though the project had been in operation for only a few months at these sites.

The evaluation also focused on a follow-up study of the past three years' graduates from B.P.S. and their current employment status, a description of the selection process for participating sites, and an assessment of the Chinese paraprofessionals' perceptions of the impact of B.P.S. on the services they provide to Chinese LEP students.

Some of the major strengths of B.P.S. are: a well established program for Hispanic students upon which to build the new Chinese component; a highly organized management system for selecting, placing, training, and supervising paraprofessionals; good articulation and rapport with participating district personnel; comprehensive record-keeping procedures for all aspects of the project's functioning; and a ten-year record of significant gains in reading, mathematics, and language skills for Hispanic students.

Students were assessed in English reading, Spanish reading, and mathematics (in English) with the Comprehensive Test of Basic Skills (C.T.B.S.) and in Chinese reading with a test developed by Community School District 2. Quantitative analysis of student achievement data indicates that:

-- In English reading, Hispanic students in all grades made statistically significant gains on the C.T.B.S., with large effect sizes. Chinese students in grades two, three, five, and six also made statistically significant gains. Chinese students in grade six did not make significant gains. Those in grade one demonstrated losses partly due to high pretest scores.

-- For Hispanic students, the N.C.E. score gains in mathematics were statistically significant. For Chinese students, the results were mixed: sixth graders made significant gains while first and third graders demonstrated significant losses.

-- On the Spanish reading test, the gains were statistically significant for all but fifth grade.

-- For the five grades which had sufficient numbers of students for analysis, results on the Chinese reading examination were statistically significant.

The following recommendations are offered for the project's consideration:

-- establish an articulation agreement with local universities which offer courses meeting the specific needs of the paraprofessionals. This will complement the in-service efforts of B.P.S. personnel;

-- if resources permit, hire a field instructional specialist (F.I.S.) for the Chinese component, preferably with proficiency in both Mandarin and Cantonese and with experience in teaching;

-- conduct an extensive search to acquire and adapt Chinese language materials especially in the area of reading and language arts;

-- test all Chinese LEP students in target schools to determine their levels of proficiency in their language varieties. The results should be discussed with the paraprofessionals so that they have a clear understanding of the children's needs;

-- study the language policy of target schools in the Chinese component with particular attention to the frequency of native language usage for instruction;

-- conduct workshops on the cultural styles of both the Hispanic and Chinese peoples to enhance cross-cultural understanding and the integration of the Chinese component with the total program;

-- train paraprofessionals in strategies to meet the demands placed on them in the schools, which may conflict with the B.P.S. guidelines regarding their roles and responsibilities.

-- monitor closely the administration and scoring of tests in the Chinese component. Particular consideration should be given to ensuring that test dates for administration conform with test publishers' guidelines, and that testing time limits be observed.

TABLE OF CONTENTS

		PAGE
	OVERVIEW	1
I.	PROGRAM DESCRIPTION	3
	Program Goals and Objectives	3
	Program Organization	5
	Staffing	5
	Program Sites	10
	Procedures for District Participation	11
	Articulation Between B.P.S. Administration, School Districts, and Paraprofessionals in the Field	12
II.	PROGRAM ACTIVITIES	15
	In-Service Training	15
	Instructional Services-Chinese Component	18
III.	FOLLOW-UP OF B.P.S. GRADUATES	21
IV.	STUDENT ACHIEVEMENT	22
	Results for Hispanic Students	24
	Results for Chinese Students	30
	Sustained Effects for Hispanic Students	35
V.	CONCLUSIONS AND RECOMMENDATIONS	40
VI.	APPENDICES	44

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Organization of the Bilingual Pupil Services Project Within the Office of Bilingual Education.	6
Figure 2:	Bilingual Pupil Services Interorganizational Articulation Network.	14
Figure 3:	Sustained Effects 1982-1984, English Achievement.	38
Figure 4:	Sustained Effects 1982-1984, Spanish Achievement.	39
Table 1:	English Reading Achievement (Hispanic Students).	27
Table 2:	Spanish Reading Achievement.	28
Table 3:	Mathematics Achievement (Hispanic Students).	29
Table 4:	English Reading Achievement (Chinese Students).	32
Table 5:	Mathematics Achievement (Chinese Students).	33
Table 6:	Chinese Reading Achievement.	34
Table 7:	Mean Scale Scores in English and Spanish Reading on the C.T.B.S., 1982-1984.	37

BILINGUAL PUPIL SERVICES (B.P.S.)

Program Location:	131 Livingston Street, Room 517 Brooklyn, New York 11201
Year of Operation:	1983-84, tenth year
Target Population:	2,009 Limited English Proficient (LEP) E.C.I.A. Chapter I-eligible pupils in grades one to six
Target Languages:	Spanish and Chinese
Program Director:	Celia M. Delgado

OVERVIEW

Bilingual Pupil Services (B.P.S.) is a Chapter I program supervised and administered by the Office of Bilingual Education (O.B.E.) of the New York City Public Schools. During the past ten years, its function has been two-fold: direct services to students of limited English proficiency (LEP) through instruction in English as a second language (E.S.L.), bilingual reading, and mathematics; and in-service training for the paraprofessionals working with these students.

B.P.S. had served only Hispanic LEP students until the present fiscal year when seven paraprofessionals were added to serve 200 Chinese LEP children at two sites in Community School District (C.S.D.) 2, Manhattan.

The paraprofessionals attend sessions on educational theory and practice offered one full day per week at the central office. They also attend monthly meetings at the central site to discuss issues of concern, procedures, and progress in the project. In addition, two B.P.S. field

instructional specialists (F.I.S.), who supervise the paraprofessionals, conduct workshops at the districts. Finally, the paraprofessionals receive release time to attend college courses leading to a bachelor's degree.

Program personnel for 1983-84 consisted of one project director, one assistant director, two field instructional specialists, and 63 paraprofessionals serving 26 schools in Manhattan, Brooklyn, and the Bronx. Two additional F.I.S. positions and four additional paraprofessional positions remained vacant at the end of the school year due to a citywide hiring freeze. These staff members and paraprofessionals coordinate and articulate activities with the participating schools through both formal and informal channels.

The purposes of the current evaluation report are: to describe the newly added Chinese component; to describe the participant screening/placement and monitoring procedures of the B.P.S. project; to present a follow-up report on project graduates of the past three years; to analyze student achievement data; and to make recommendations for program consideration.

I. PROGRAM DESCRIPTION

PROGRAM GOALS AND OBJECTIVES

The primary short range goal of B.P.S. is to assign paraprofessionals to teach E.S.L., bilingual reading, and mathematics to Hispanic and Chinese LEP students in grades one through six. B.P.S. has a long-standing record of service to Hispanic LEP students who have made statistically significant gains in English and native language reading, and in mathematics. The same results are anticipated by project personnel for the newly added Chinese component.

The program's long-range goal is to assist paraprofessionals in completing their bachelor's degrees in education and becoming classroom teachers. During its ten-year lifespan, over 500 B.P.S. paraprofessionals have received college degrees and many of them are presently teaching in the New York City public school system.

All paraprofessionals participating in B.P.S. undergo a rigorous selection process. They receive in-service training in skills which they implement in their classrooms (e.g., the development of lesson plans) and are monitored through attendance reports, logs, homework assignments, children's test results, and pupil profiles.

B.P.S. activities also include parental involvement and training, and materials development.

The specific project objectives proposed for 1983-84 were as follows:

Instructional Objectives

1. In Spanish reading, participating students will achieve a mean posttest N.C.E. score that would surpass their pretest score at the .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills-Spanish (C.T.B.S.-Spanish version).

2. In Chinese reading, participating students will achieve a mean posttest N.C.E. score that would surpass their pretest score at the .05 level of statistical significance as measured by a C.S.D. 2-developed test which has been approved by the New York State Education Department.

3. In English reading, participating students will achieve a mean posttest N.C.E. score that will surpass their pretest score at an .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills- English (C.T.B.S.-English version).

4. In mathematics, students will achieve a mean posttest N.C.E. score that will surpass their mean pretest score at an .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills: Mathematics in English. When necessary, translations in Spanish and Chinese will be used.

In-Service Activities

1. Sixty paraprofessionals will receive specialized training in bilingual education in areas such as: teaching reading and mathematics in grades one through six; selection, development, and evaluation of appropriate materials; E.S.L.; lesson planning; and classroom management, through an orientation session and 30 weekly five-hour sessions. In addition, monthly district-wide workshops on demonstration lessons, parental involvement, use of audio-visual equipment, and testing and evaluation will be held. This objective will be measured by an "In-Service Evaluation Form Questionnaire" to be completed semi-annually by each paraprofessional.

2. Six pedagogical staff members will participate in training sessions provided by the Office of Bilingual

Education, Center for Staff Development, Instructional and Supportive Services Division on goals and objectives of projects; innovative trends, techniques and methodologies for E.S.L.; bilingual reading and mathematics instruction; grouping for instruction; bilingual curriculum and materials evaluation; research in bilingual education related to evaluation and testing; methods of supervision and training; parental involvement, education law, and bilingual education. This objective will be measured by an "In-Service Evaluation Form" developed by B.P.S.

Non-Instructional Activities

1. Members of the Parents Advisory Council (P.A.C.) and other program parents will receive an overview and training regarding Chapter I guidelines, objectives of B.P.S., coordination activities, and roles and responsibilities of program participants, staff, and the P.A.C. Council as measured by participants' comments and suggestions as to effectiveness of program and training.

In addition to the above-mentioned objectives, B.P.S. aimed at developing in-service training materials and locating Chinese language materials for the new component.

PROGRAM ORGANIZATION

The Bilingual Pupil Services program forms part of O.B.E.'s Center for Staff Development and Instructional Support Services, which trains individuals who teach LEP students.

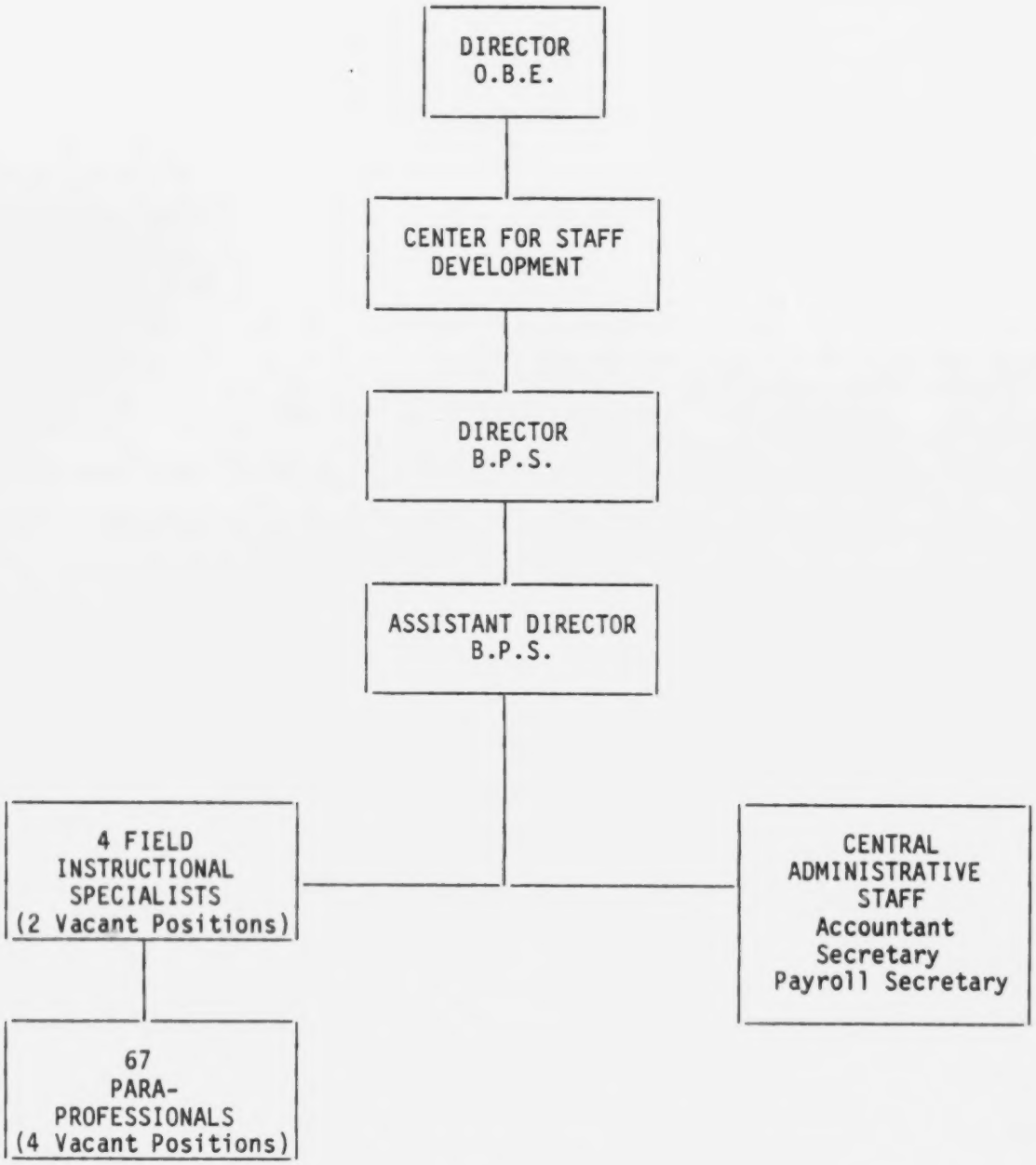
Figure 1 presents the organizational structure of B.P.S.

STAFFING

The B.P.S. staff for 1983-84 consisted of one project director, one assistant director, two F.I.S.s, and 63 paraprofessionals. The third F.I.S. left the project; there was a fourth F.I.S. vacancy, and four additional paraprofessional vacancies. The project director was subsequently

FIGURE 1

Organization of the Bilingual Pupil Services Project
Within the Office of Bilingual Education



unable to fill these vacancies due to a hiring freeze. Consequently, she assumed greater responsibility for administration and supervision, and the two remaining F.I.S.s added four sites each to their previous workload.

The project director plans to fill these positions in September, 1984. She is seeking a Chinese-speaking education specialist for one of the F.I.S. positions to provide more services to the Chinese component, which is slated for expansion in the coming years. The fourth F.I.S. vacancy will be filled by a Spanish-speaking education specialist.

Following are the responsibilities and characteristics of the B.P.S. staff.

Project Director

The director was responsible for the overall administration, co-ordination, and supervision of the project components. The director has held this position for five years and has been with the project for over eleven years. She is Spanish/English bilingual, holds an M.S. degree, is certified as an educational administrator and supervisor, and has 15 years of combined teaching and supervisory experience. She functioned as program liaison with state and city officials and evaluators. She also participated in all in-service training activities conducted this year, and made numerous site visits to schools both for articulation and monitoring purposes.

In collaboration with the assistant director, she supervised each F.I.S. by on-going dialogue, in addition to a system of accountability which included a daily log of activities, a weekly projection chart of activities, a weekly summary of field visits, and a paraprofessional evaluation check-list (see Appendix A).

Assistant Director

The assistant director was responsible for direct supervision of the field instructional specialists, the clerical staff in the central office, and 67 paraprofessionals. He coordinated and supervised all of the in-service paraprofessional training activities, the parent workshops, and student testing. He planned activities with program staff, reviewed documentation of activities conducted, evaluated staff performance on-site, and informed the director of program progress and needs. The assistant aided the director in the overall administration and supervision of all the project components. He is Spanish/English bilingual, holds a masters degree in education, holds a certificate in educational administration, and has 11 years of combined teaching and supervisory experience.

Field Instructional Specialists (F.I.S.)

Field instructional specialists are Spanish/English bilingual, tenured teachers with master's degrees, and have at least five years of teaching experience.

During the 1983-84 academic year, the two F.I.S.s supervised 31 and 32 paraprofessionals respectively. Their duties included: planning and coordinating workshops, developing and distributing instructional materials, monitoring of all record-keeping, and serving as liaisons with district and school personnel.

According to the project director, the record-keeping tasks for the two F.I.S.s are intricate but crucial to project accountability. In order to be informed of the activities, concerns, and progress of the paraprofessionals placed throughout the extensive territory covered by

B.P.S., the F.I.S.s make daily log entries which are checked weekly by the project director. The logs also serve as a record of B.P.S. activities for E.C.I.A. Chapter I and the Office of Bilingual Education.

Supportive Services Staff

In addition to the administrative and instructional personnel, the B.P.S. staff included one bilingual stenographer/secretary, one bilingual office aide who handled the general clerical work in the project and the paraprofessional payroll, and one accountant.

Paraprofessionals

B.P.S. paraprofessionals were screened with a short answer test in English, compositions and interviews in English and either Spanish or Chinese, as well as a review of college transcripts (see Appendix B).

Candidates with at least 60 colleges credits (see Appendix C), who showed commitment and ability to teach LEP students were selected and placed in one of the target schools. After one year in the program, paraprofessionals could request a change in school and/or grade level. If at all possible, the administration of B.P.S. placed them according to their choices (see Appendix D).

Each paraprofessional was assigned to work with a bilingual teacher. They taught reading and mathematics bilingually as well as E.S.L. to Hispanic LEP students at 24 sites and to Chinese LEP students at two sites. They usually worked with small groups in a designated area of the room. Each paraprofessional taught a maximum of 24 pupils daily; students were assigned to them in groups of four to eight. Although daily instructional routines varied, the typical paraprofessional assignment included teaching reading, writing skills, mathematics, and

E.S.L. (as part of the prereading phase). They were also responsible for attendance taking, and pre/posttesting students with the C.T.B.S. (Spanish and English versions) and the C.S.D. 2 Chinese language arts test (for Chinese-speaking students only).

PROGRAM SITES

The B.P.S. project placed a minimum of two full-time paraprofessionals in each of the following schools in 1983-84:

Borough	District	School	Language
Manhattan	2	P.S. 2, P.S. 130	Chinese
Manhattan	3	P.S. 145, P.S. 163	Spanish
Manhattan	4	P.S. 72, P.S. 121, P.S. 155	Spanish
Manhattan	6	P.S. 98, P.S. 28, P.S. 192	Spanish
Bronx	7	P.S. 25, P.S. 65	Spanish
Bronx	8	P.S. 60, P.S. 130	Spanish
Bronx	9	P.S. 90, P.S. 114	Spanish
Bronx	10	P.S. 79, P.S. 205	Spanish
Bronx	12	P.S. 77, P.S. 211	Spanish
Brooklyn	13	P.S. 133	Spanish
Brooklyn	14	P.S. 120	Spanish
Brooklyn	15	P.S. 1	Spanish
Brooklyn	17	P.S. 167	Spanish
Brooklyn	23	P.S. 155	Spanish
Brooklyn	32	P.S. 116	Spanish

The sites were chosen based on the following criteria:

1. the school was a Chapter I school with a bilingual program in existence for more than one year;

2. the school had a high concentration of LEP pupils of either Hispanic or Chinese background;

3. the school indicated no duplication of services (i.e., Title VII) for program-eligible pupils;

4. the targeted pupils had scored below the twenty-first percentile on the Language Assessment Battery (LAB) and below grade norms in reading and mathematics;

5. the teachers and principals showed a willingness to comply with paraprofessionals' need for release time to attend college courses and required B.P.S. in-service training;

6. the schools and classrooms indicated the greatest need for B.P.S. services.

PROCEDURES FOR DISTRICT PARTICIPATION

A formal request must be submitted by the school principal for participation in the B.P.S. project. The request must be accompanied by the district superintendent's and bilingual coordinator's recommendation for the school(s) participation. Upon receiving the request, the B.P.S. program administration verifies eligibility based on the aforementioned criteria, and then meets with the district personnel and principals of selected sites to discuss project goals, paraprofessional roles, and project requirements.

Actual classroom placements are based on a joint decision made by the school principal, bilingual coordinator, and B.P.S. staff. Once placements are made, B.P.S. staff make periodic visits to sites early in the academic year to ascertain whether the placements are appropriate and are in accordance with project requirements and goals. If problems should occur during the year, the B.P.S. project director negotiates a change with the school principal. However, the director stated that rarely has there been a need to change the placement of a paraprofessional unless the school changes in student characteristics and needs.

It appears that since the districts receive B.P.S. services at no cost, and B.P.S. has a good reputation, the districts are eager to have the paraprofessionals and to place them with teachers who would serve as good role models. After one year of receiving B.P.S. services, school principals generally submit a letter requesting continuation of the project and stipulating how many paraprofessionals are needed.

ARTICULATION BETWEEN B.P.S. ADMINISTRATION, SCHOOL DISTRICTS, AND PARA-PROFESSIONALS IN THE FIELD

Articulation activities between B.P.S. and personnel in 26 different school in 15 New York City schools districts are basically of two types. The first type of articulation activity entails communication with the paraprofessionals. The two F.I.S.s devote approximately 75 percent of their time to supervise and assist paraprofessionals on-site in teaching strategies, lesson planning, curriculum, functioning within the school, and record-keeping. The B.P.S. director devotes approximately 40 percent of her time to field visits. The assistant director is responsible for supervising the F.I.S.s in their field work (see Appendix A) and devotes approximately 50 percent of his time to field visits.

The second type of articulation activity entails communicating with site administrators and teachers regarding the project's objectives, accomplishments, needs, and responding to the districts' requests. Communication occurs via telephone, letter, annoucements, agenda, for in-services activities, copies of proposals, and through meetings between program and school administrators.

A member of the evaluation team observed one of these meetings. It was four hours in duration, held at the central board, and attended by 40 principals and/or bilingual coordinators (see Appendix F for a copy of agenda). The B.P.S. director offered an overview of the B.P.S. project, discussed its progress and direction for the following year, and identified needs for program improvement.

The overview included a description of the capacity-building achievements of B.P.S. (over 500 graduates during the past ten years); the

support services for teachers of LEP students; and the high attendance rates found among participating students. The B.P.S. director informed the principals that the project was being considered as a model program by the Federal Joint Review Board.

Finally, there were discussions centered on the need for a common prep period for paraprofessionals and classroom teachers to work with the F.I.S. in order to coordinate instruction; the need for more program coordination with colleges -- especially City College, to ensure that the courses meet professionals' needs adequately; and the need for a Chinese-speaking professional to develop native language materials and instructional strategies, especially in reading.

During the year, the project also conducted two roundtable discussions, one for parents and one for administrators, to identify both the positive aspects of B.P.S. services and needs for improvement.

Principals and coordinators indicated that staff development for paraprofessionals has been excellent, and that the project is efficient, well-organized, and crucial for the success of LEP students. A few administrators expressed a need for more flexibility in paraprofessionals' assignments. However, the B.P.S. director explained that while the project wished to cooperate with individual site needs, strict requirements were necessary to ensure the quality of training and the optimal use of the paraprofessionals for instruction. Most administrators agreed that B.P.S. guidelines regarding the paraprofessional's role were responsible for the consistency, progress, and success they encountered.

Fifteen parents, comprised primarily of members of the B.P.S. Bilingual Advisory Council, discussed strategies for involving Chinese

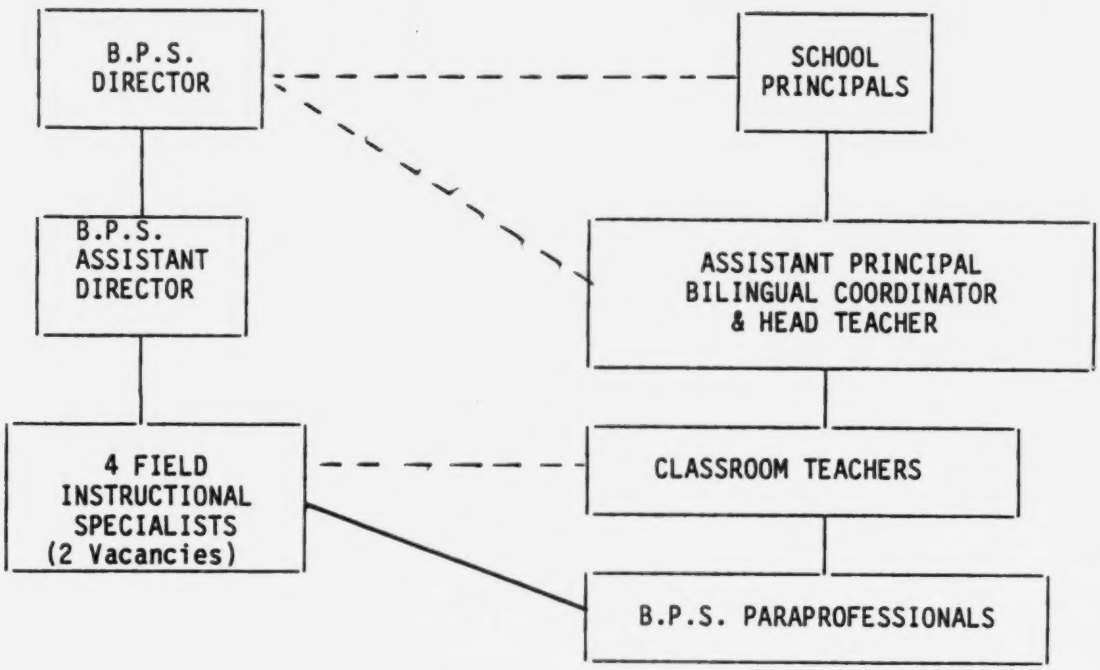
parents in the council. They also discussed outreach activities in the districts to obtain more parental involvement and support. The parents praised B.P.S., attributing much of their children's scholastic progress to the assistance provided by the paraprofessionals.

Finally, B.P.S. collaborated with other resource and training units within the community school districts, the Center for Staff Development of O.B.E., and with agencies involved in providing training workshops and conferences for the bilingual educator (for details on types of activities, see section on in-service objectives).

Figure 2 presents the articulation network for the B.P.S. project.

FIGURE 2

Bilingual Pupil Services Interorganizational Articulation Network



II. PROGRAM ACTIVITIES

This section describes the two major activities during 1983-84: in-service training for paraprofessionals and direct instructional services to LEP students. Since the project's Hispanic component has been evaluated for nine years, the B.P.S. staff and the evaluation team agreed to focus the evaluation of instructional services specifically on the new Chinese component. For the most recent comprehensive analysis of the Hispanic component of the B.P.S. project, refer to the O.E.E. Evaluation Report of February 1984, Instructional Component, pp. 22-28 or to prior O.E.E. reports on this project.

IN-SERVICE TRAINING

Data concerning the in-service component of B.P.S. for 1983-84 have been aggregated from information presented in the program proposal, a project-developed document entitled The Paraprofessional Manual, information provided by the B.P.S. director and staff, an observation of one in-service workshop; and an informal interview with the workshop participants.

The primary type of in-service training activity for new paraprofessionals consists of weekly, six-hour sessions which cover a number of topics including: methods and techniques of teaching reading and mathematics in the native and second languages, grades one through six; methods and techniques of teaching E.S.L.; and selection, evaluation, and development of reading, E.S.L., and mathematics materials for use in the bilingual classroom.

The F.I.S.s monitor the paraprofessionals' performance to ascertain the application of methods and techniques. They use a form (Appendix G) to evaluate paraprofessionals' performance on the four segments of the in-service program -- Teaching Reading to the Bilingual Learner, Teaching Mathematics to the Bilingual Learner, Teaching E.S.L./Writing to the Bilingual Learner, and Bilingual Materials Development. The paraprofesionals use a form (Appendix H) to evaluate the services they receive: presentations, materials, and courses.

Another type of in-service training activity consists of monthly district-wide workshops held in the districts by the two F.I.S.s or at the central board by the B.P.S. director, staff, and outside consultants. Activities included demonstration lessons by paraprofessionals and the F.I.S. on approaches used in bilingual classrooms and learning centers. They also included presentations on evaluation of materials, maintaining pupil records, testing and evaluation, parental involvement, and the use of audio-visual equipment in the classrooms. There is often overlap between the in-service weekly sessions and monthly workshops to ensure integration of the material covered and to promote application to classrooms.

A member of the evaluation team attended the Eighth Monthly District Workshop in May held at the central board office (see Appendix I). At this meeting, the project director and F.I.S.s discussed administrative matters and made a formal presentation on the Open Court Reading Program and its application to bilingual classrooms. The presenter offered a

comprehensive overview of the philosophy and structure of the Open-Court System. Her presentation was dynamic and well-prepared with colorful illustrations.

There were approximately 50 paraprofessionals at this activity. They asked challenging questions at various points throughout the sessions. However, they appeared to be overwhelmed by the amount of information presented (see Appendix J for evaluation forms of monthly workshops).

The F.I.S.s maintain extensive records (Appendix K) such as: evaluations of paraprofessionals' interpersonal relations, evidence of commitment, and professional potential; daily and weekly lesson plans in E.S.L., reading, and mathematics; evaluation of lesson objectives, motivation, development, questioning, materials, and follow-up; student test data, pupil profiles; assessment of target students' language dominance; weekly class schedules; and logs for entries on individual students. The classroom teachers evaluate paraprofessionals on the same areas as the F.I.S. and there are weekly supervisory conferences between the classroom teacher and the B.P.S. paraprofessionals (Appendix L).

In spite of occasional complaints on the part of paraprofessionals about the amount of paperwork required of them, their overall perception was that these procedures have enhanced their training and professional development for later use in their own classrooms.

INSTRUCTIONAL SERVICES - CHINESE COMPONENT

During 1983-84, the B.P.S. project added two new sites, P.S. 130 and P.S. 2 in the Chinatown area of C.S.D. 1 on the Lower East Side of Manhattan. The schools are located in an area of high mobility due to immigration patterns. Both school principals pointed out that one of their major problems is the linguistic heterogeneity of Chinese students who come from areas where Cantonese, Mandarin, or Fukienese are spoken. Programming, curriculum planning, staffing, and materials development for these groups is extremely difficult.

In contrast to many Spanish/English bilingual programs, the Chinese programs tend to use an E.S.L. approach. One principal suggested that the home plays the major role in maintaining the native language, while the school is perceived by the community as a vehicle for preparing students in English language skills. Although most of the paraprofessionals interviewed agreed with this viewpoint, they stated that in working directly with the LEP students in a classroom setting, they had realized the pedagogical importance of using the child's native language for instruction.

One difficulty raised by the principals was the amount of time paraprofessionals were required to be off-site for workshops, coursework, and other activities. They perceived a lack of flexibility in the paraprofessional's role in the school, although they admitted that they understood the B.P.S. guidelines and expressed their satisfaction with the quality and service provided by the project.

Both F.I.S.s, seven Chinese paraprofessionals, and two Chinese-speaking teachers were interviewed to assess their perceptions of the project's progress, ascertain their ideas for modification of the instructional program, and overall evaluation of their roles and needs.

An analysis of the interview data suggests the following general needs: appropriate native language materials; language assessment of students to better prescribe curriculum; a study of the effect that linguistic differences between teachers or paraprofessionals and students has on instruction and achievement; coordination with teachers to explore and clarify paraprofessionals' role in the classroom; and an exploration of the use of a linguistic summary in Chinese to explain concepts before using English for instruction.

The teachers' and paraprofessionals' evaluation of B.P.S. was highly positive. There was unanimous agreement as to the competence of the project director and F.I.S.s working with them, the relevance of B.P.S. objectives, and the importance of this project for the Chinese population. They also felt that it was premature to judge a component which had only been in existence for a few months. They stressed that their statements as to future needs were meant as constructive feedback.

In addition to the interviews, a member of the evaluation team observed two paraprofessionals working with small groups of LEP students. One paraprofessional was teaching the concept of addition through counting and combining sets to a group of first graders. The individual

used both the native language and English in working with the students. The second paraprofessional was teaching an English lesson on the concept of family to a group of third graders (e.g., How many brothers do you have? How tall are they?). The instructional technique used was the linguistic summary whereby the concepts were presented in English and then summarized in Chinese. The rapport between the paraprofessionals and students was excellent, and the teachers praised the paraprofessionals. The enthusiasm, discipline, and preparation of the paraprofessionals were notable even though they were new to their positions.

Finally, there was considerable evidence of the support offered by the B.P.S. supervisors to the Chinese paraprofessionals. The latter acknowledged that while they would benefit from a Chinese-speaking F.I.S. who speaks the language and understands their culture, the two F.I.S.s have always been resourceful and sensitive to their needs. The evaluation team observed the working of the two F.I.S.s with paraprofessionals and concurs with this perception.

III. FOLLOW-UP OF B.P.S. GRADUATES

During the past ten years, over 500 B.P.S. paraprofessionals have received bachelor's degrees and most have remained in the New York City school system either as classroom teachers or as paraprofessionals in the schools. Since program participants enter B.P.S. with a minimum of 60 completed college credits, it is well within their reach to finish a bachelor's degree within two or three years while in the project.

Statistics provided by the project director indicated that from 1981 to 1983, 46 out of 193 paraprofessionals (approximately 24 percent) received their bachelor's degrees within a three-year period and assumed the following teaching positions:

--36 in community school districts in N.Y.C.;

--eight in private Catholic schools;

--one in an adult education program;

--one in an elementary school in Texas.

These figures indicate that B.P.S. paraprofessionals who graduate become teachers with over 70 percent placed within the New York City school system. Furthermore, most graduates become bilingual teachers, thus providing school districts with the personnel needed to teach LEP students and enhancing the affirmative action efforts of the New York City Public Schools.

Up to the present, the graduates have come from the Hispanic component of B.P.S., but two of the Chinese paraprofessionals have already completed their degrees and will be assuming teaching positions in C.S.D. 2 in September 1984 in the same schools where they participated as B.P.S. paraprofessionals.

IV. STUDENT ACHIEVEMENT

For Hispanic students, academic performance was assessed through the use of standardized tests in English reading, Spanish reading, and mathematics. The Comprehensive Test of Basic Skills (C.T.B.S.), form S, was used to measure achievement in all these areas. The mathematics portion of the test, available in Spanish and English, was given in the Hispanic students' dominant language as determined by teachers. All students were tested on grade level. Raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from 1 to 99. Thus scores can be compared to the norming population. Because N.C.E.s are based on the norm group's scores, a raw score gain, which usually results in grade equivalent gains, can result in a decline in N.C.E.s. There are several reasons for this. Several consecutive raw scores may correspond to the same N.C.E., especially at the upper and lower ends of the scale. In addition, the norm group is also making raw score (and grade equivalent) gains, so that students must gain as much as the norm group to stay at the same N.C.E. Therefore, an N.C.E. gain, no matter how small, indicates improvement while a decline in N.C.E.s does not necessarily mean that a student is not making progress.

The program's instructional objectives (see page 4) called for post-test improvement at the .05 level of statistical significance (when the

probability that a gain is occurring by chance is less than five percent). Statistical significance was assessed by a correlated t-test. However, statistical significance is partly dependent on the number of students; therefore, a small gain by many students can be significant, while a large gain by a few students may be attributable to chance.

In order to assess how representative mean gains were for individuals in the groups, an effect size (E.S.) was calculated for each pretest and posttest comparison. The E.S., developed by Cohen*, is the ratio of mean gain to the standard deviation of the gains. The larger the effect size, the more likely the average gain represents all the individuals in the group, the smaller the possibility that the average gain was affected by a few cases with sharp gains or losses. Because it is freed of sample size, the E.S. provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendation: .20 = small E.S.; .50 = moderate E.S.; .80 = large E.S.

Correlations between pretest and posttest were also computed to determine the degree to which the rank order of individual scores within each group is maintained across testings. A correlation greater than .7 indicates a high degree of correspondence between pretest and posttest scores; therefore changes between testings were fairly even. A correlation less than .4 indicates that students made uneven changes both in magnitude and direction. A correlation between .4 and .7 means that while many of the students made similar changes, some made uneven changes.

---

*Cohen, Jacob, Statistical Power Analysis for the Behavioral Sciences, (Revised Edition). New York Academic Press, 1977, Chapter 2.

Combined, effect size and correlations (r) can be interpreted as in the following examples:

High E.S. - High r: The mean change is representative of the change achieved by most individuals.

High E.S. - Low r: The mean change is representative of the change achieved by the majority of students. However, some individuals are making changes in either direction (gains and losses) much greater than the mean change.

Low E.S. - High r: The mean change is representative of the changes achieved by the majority of individuals, with few individuals making large changes in either direction.

Low E.S. - Low r: The mean change is not representative of the change achieved by most students. Similar numbers of students are making gains as those who are making losses.

Tables 1, 2, and 3 present t-tests and effect sizes on N.C.E. scores for Hispanic students who took the C.T.B.S. Results for Chinese pupils were analyzed separately, as they constitute a distinct linguistic/cultural group from the Hispanic students and a greater proportion of them are quite recent immigrants to the United States. Tables 4 and 5 present the English and mathematics test results for Chinese students in N.C.E. scores, and Table 6 presents the native language reading in raw scores.

RESULTS FOR HISPANIC STUDENTS

Examination of Table 1 indicates that students are making very large N.C.E. gains in English. A gain in N.C.E.s, no matter how small, indicates improvement relative to the norm group; a gain of seven N.C.E.s

in Chapter I programs has been considered exemplary. These students' gains range from 4.5 to 11.8; all gains are statistically significant and indicate moderate to large effect sizes.

Sixth graders show high correlations between pretest and posttest scores and large effect sizes. This indicates that the mean gains of these students were representative of the gains of most individuals. However, the moderate correlations in the other grades indicate that many students with low pretest scores are making gains much larger than the mean gain for the grade.

First graders have a gain of 11 N.C.E.s with a moderate (.6) effect size and fairly low (.35) correlation indicating that some low pretest scoring students made gains much larger than the mean gain. Their initial low scores may be due to a lack of exposure to English and to English reading instruction. Thus, the posttest scores may be reflective of much learning which occurred throughout the year.

The gains of second- and fifth-grade students had moderate effect sizes and moderate correlations, which indicates that the majority made gains close to the average gain and few made atypical gains or losses. The gains of students in fourth and sixth grades had moderate to large effect sizes and relatively high correlations; therefore, their mean gains are representative of the gains of most individual students.

The gains of third-grade students had the lowest effect size and a relatively low correlation. This indicates that as many students are making N.C.E. gains as those making losses; thus, the mean gain is not representative of many individuals.

Table 2 presents the results of the C.T.B.S. Spanish reading test. The average gain was significant for all but the fifth grade. Effect sizes ranged from small to large, and correlations ranged from small to large.

The native language gains and effect sizes were generally lower than for English except for first and third grades. The correlations were higher for some grades (second, fifth, and sixth) and lower for others (first, third, and fourth). The pattern of gains in native language for first, second, third, fourth, and sixth graders are generally the same as for English. The small group of fifth graders did not show progress in their native language achievement, while they showed high and statistically significant gains in English. Approximately equal numbers showed gains as those who showed declines.

Table 3 presents the results of the C.T.B.S. mathematics test. The N.C.E. gains were statistically significant and very impressive for all but the fifth grade. The correlations were low except for fourth and sixth grades, indicating that there were many students with low pretest scores making very large gains in first, second, and third grades. As with the English and Spanish gains in reading, the most impressive gains were among first graders, who averaged 25 N.C.E. gains. Second, third, and sixth grades also made great gains (20, 14, and 12 N.C.E.s, respectively).

TABLE 1

English Reading Achievement (Hispanic Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test				
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
B	1	374	24.1	16.9	35.1	15.7	11.0**	.35	.6
C	2	261	21.4	15.5	32.0	16.3	10.6**	.55	.7
1	3	279	25.7	15.2	30.2	15.2	4.5**	.48	.3
1	4	333	25.6	15.4	31.5	15.9	5.9**	.72	.5
2	5	19	19.9	10.1	26.6	6.7	6.7**	.48	.7
2	6	99	23.1	15.7	34.9	13.1	11.8**	.71	1.1

**Statistically significant at the .01 level.

TABLE 2

Spanish Reading Achievement

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S. Espanol, Form S, by Grade and Test Level

			Pre-Test		Post-Test				
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
B	1	373	38.1	18.4	52.3	17.5	14.2**	.21	.6
C	2	263	32.8	16.3	42.2	18.1	9.4**	.63	.6
1	3	280	37.3	15.9	41.8	17.6	4.5**	.38	.2
1	4	337	40.9	18.1	45.2	18.8	4.3**	.61	.3
2	5	21	37.1	12.4	36.5	15.9	-0.6	.78	-.1
2	6	100	42.9	12.1	49.2	10.3	6.3**	.76	.8

**Statistically significant at the .01 level.

TABLE 3

Mathematics Achievement (Hispanic Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test				
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
B	1	375	26.4	15.3	51.1	20.8	24.7**	.27	1.1
C	2	264	28.7	16.5	48.2	18.3	19.5**	.44	1.1
1	3	280	28.0	14.6	41.6	16.5	13.6**	.38	.8
1	4	337	33.9	16.6	40.8	18.5	6.9**	.65	.5
2	5	21	33.8	7.6	33.7	15.0	-0.1	.38	.0
2	6	100	34.3	16.2	46.3	13.7	12.0**	.67	1.0

**Statistically significant at the .01 level.

RESULTS FOR CHINESE STUDENTS

Chinese students were administered the C.T.B.S. English reading and mathematics tests. Chinese reading was measured by a test developed in Community School District 2.

Examination of Table 4 shows that second-, third-, and sixth-grade Chinese students made impressive gains in English reading relative to the norm group. The effect sizes were large for these students. Second and sixth graders had high correlations, indicating that their performance was consistent from pretest to posttesting. Third graders had low correlations, indicating that many students with very low pretest scores were making the highest gains. Gains for fourth graders were not significant, partly due to their small number. The first graders made large N.C.E. losses with low effect size and moderate correlations. At this grade level many students with very high pretest N.C.E. scores declined at posttest. The high pretest mean for first grade suggests the possibility of error in testing and scoring.

Table 5 shows the results of the C.T.B.S. mathematics test administered in English. The pretest scores in first, second, and third grades were high. First graders had extremely high pretest N.C.E. scores, and despite a large drop, had a relatively high posttest N.C.E. score. The correlation between pretest and posttest scores was high, indicating that relatively lower posttest performance was rather consistent among individuals in the group. Second and fourth graders had relatively small gains with high correlations and small E.S. This indicates that mean gains are representative of the majority of students in each group and that few students are making large changes.

Sixth graders had extremely large gains, with very high E.S. and very low correlation. Therefore, the gains achieved by some students with low pretest scores were extremely high.

Table 6 shows the results of the Chinese reading test. The raw score gains were all statistically significant, had high effect sizes, and high correlations. Therefore, gains in Chinese reading were very consistent among individuals at each grade level. However, mean gains are small for all grades except fifth. The small gains of second and third graders may be due to the restricted range of the raw scores for this test. The maximum scores for the test are as follows:

Grade	Maximum Score
1	30
2	30
3	25
4	25
5	30
6	40

TABLE 4

English Reading Achievement (Chinese Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test				
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
B	1	55	50.0	35.7	42.3	16.7	-7.7*	.66	-.3
C	2	37	9.4	17.5	15.5	13.7	6.1**	.73	.5
1	3	34	2.4	3.2	13.5	10.7	10.9**	.27	.9
1	4	10	2.5	3.2	3.1	4.5	0.6	.99	.5
2	6	50	5.7	7.2	15.1	7.4	9.3**	.32	1.1

*Statistically significant at the .05 level.

**Statistically significant at the .01 level.

TABLE 5

Mathematics Achievement (Chinese Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test				
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
B	1	55	79.0	21.2	64.9	22.0	-14.1**	.81	-1.1
C	2	33	56.3	18.6	59.1	14.2	2.8	.80	.3
1	3	34	48.9	20.1	41.9	18.7	-7.0**	.92	-.9
1	4	10	20.6	11.7	21.3	10.4	0.7	.98	.3
2	5	11	47.5	9.1	47.4	10.0	-0.2	.96	-.1
2	6	50	27.8	16.2	53.4	18.1	25.6**	.16	1.2

**Statistically significant at the .01 level.

TABLE 6

Chinese Reading Achievement

Significance of the Total Raw Score Differences Between Initial and Final Test Scores on a C.S.D. 2 Developed Test

		Pre-Test		Post-Test				
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
1	55	17.0	2.9	19.0	1.6	2.0**	.53	0.8
2	37	23.6	4.7	26.1	5.1	2.5**	.75	0.7
3	34	17.3	7.0	20.1	5.8	2.8**	.91	0.9
5	11	19.2	8.3	25.0	7.6	5.8**	.91	1.7
6	50	16.6	8.0	19.1	8.8	2.5**	.93	0.8

**Statistically significant at the .01 level.

SUSTAINED EFFECTS FOR HISPANIC STUDENTS

One goal of the Bilingual Pupil Services program is to provide lasting educational benefit for its students. Such an effect would be demonstrated by rising and sustained educational achievement by program participants over time.

In order to examine sustained effects a match was performed between the 1982-83 and 1983-84 data sets to identify students enrolled both years in the B.P.S. program. Only those students were included for whom test data were complete in English or Spanish achievement. Raw scores on the C.T.B.S. English and Spanish tests were converted to scale scores, which equate achievement across test levels. Mathematics test scores could not be used as data concerning the language in which the test was administered in the 1982-83 school year were unavailable, making conversion to scale scores impossible. Mean scale scores in English and Spanish reading were computed for each group of students and were plotted to provide a graphic representation of achievement over time. There were four groups of students: those who had progressed from grade one to grade two, from grade two to three, from three to four, and from five to six.

Table 7 presents the mean scale scores in English and Spanish reading on the C.T.B.S. for students in each group. The number of students identified as continuing in the program for a second year are very low. Students may not be included in the B.P.S. program for a second year for any of several reasons: student mobility, mainstreaming of students, or shifting priorities in the deployment of staff. Given

these multiple processes operating at the same time, the question of how representative these students are of the total program population remains a question.

Examination of Figure 3 indicates that scale scores on the English reading test rose consistently for each of the groups across time. The sole exception was a slight decline in scores for the grade five to grade six group from testings two to three. This represents a small decline over the summer between academic years. Examination of Figure 4 indicates a distinct rising trend for all groups across testings on the Spanish reading test. Summer declines in achievement are evident for the grade one to grade two group and, to a lesser extent, the grade two to grade three group. Overall, students enrolled in the Bilingual Pupil Services program in 1982 through 1984, for whom data were available, demonstrated sustained effects in English and Spanish reading.

TABLE 7

Mean Scale Scores in English and Spanish
Reading on the C.T.B.S., 1982-1984

Grades	1982-83 Pretest	1982-83 Posttest	1983-84 Pretest	1983-84 Posttest	Number of Students
			English Reading		
1-2	134.6	204.0	218.7	270.3	56
2-3	213.8	266.0	274.1	308.1	41
3-4	248.3	295.5	308.6	343.1	28
5-6	326.7	397.2	382.8	469.8	6
			Spanish Reading		
1-2	177.3	283.1	261.9	306.5	56
2-3	258.9	350.1	296.4	329.7	42
3-4	288.3	349.1	367.4	395.5	34
5-6	408.8	451.5	454.2	513.0	6

FIGURE 3

SUSTAINED EFFECTS 1982-1984

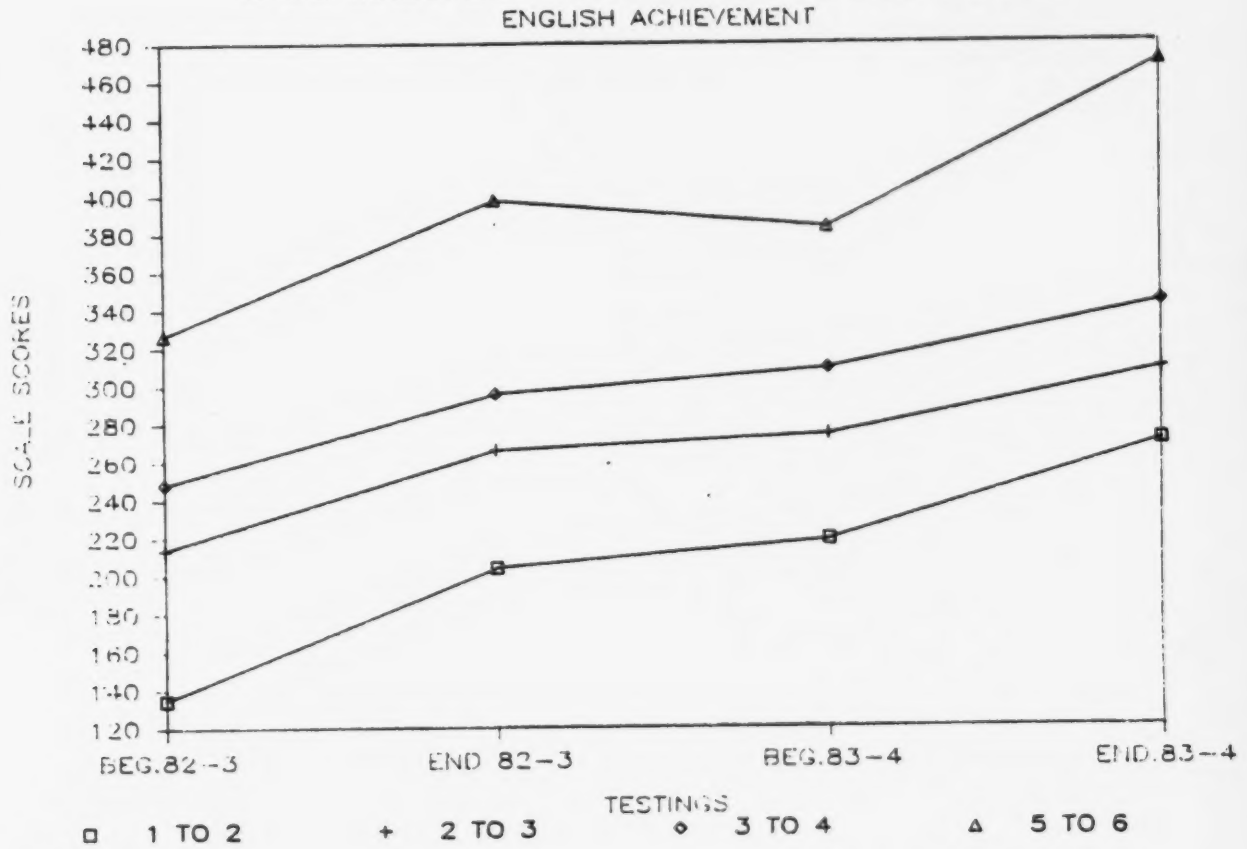
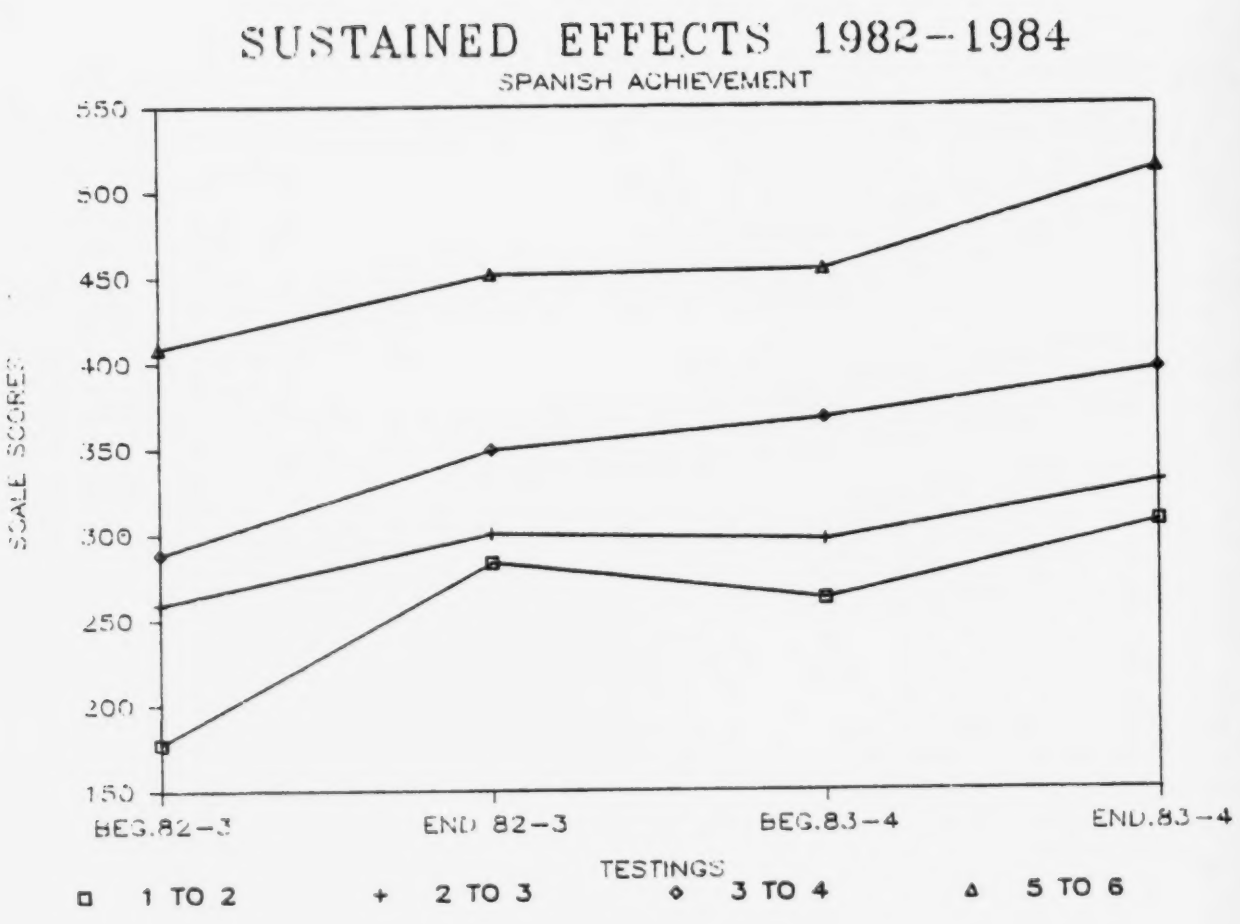


FIGURE 4


SUSTAINED EFFECTS 1982-1984
SPANISH ACHIEVEMENT
SCALE SCORES
550
500
450
400
350
300
250
200
150
BEG.82-3
END 82-3
BEG.83-4
END.83-4
TESTINGS
1 TO 2
2 TO 3
3 TO 4
5 TO 6

V. CONCLUSIONS AND RECOMMENDATIONS

The 1983-84 evaluation of the Bilingual Pupil Services program showed a correspondence between the objectives proposed to E.C.I.A. Chapter I and the actual operation of the project. The information provided to the evaluation team by all project participants facilitated an understanding of the project's accomplishments and limitations. The documentation reviewed by the evaluation team was comprehensive, up-to-date, and consistent with the project's stated goals.

Interviews with those related to B.P.S. made evident that this project is held in high esteem by participants, by district personnel, and by other units of the New York City Board of Education and the school districts. Project staff exhibited a strong sense of mission. They expressed satisfaction with their roles in the project and with the level of success they are achieving toward meeting program objectives. The interaction observed among B.P.S. personnel in meetings, workshops, and in the classrooms was always positive, on-task, and open.

The Bilingual Pupil Services project reflects a sense of efficacy and cohesiveness which is unique for very large projects within a complex bureaucracy such as that of the New York City school system. It has maintained direct, on-going communication with the school districts, which are eager to receive B.P.S. services, and has established credibility with district and central board staff.

One outstanding feature of the B.P.S. project is its on-going self-evaluation and the staff's desire to improve its operation and services. The constant self-analysis and revision were evident at the first site

visit by the fact that the project director had already implemented recommendations from previous years' O.E.E. evaluation reports and had identified the areas of needed improvement for this year's evaluation. These were, in fact, the areas which surfaced during the 1983-84 evaluation process and which have in many cases already been acted upon by project personnel.

It is clear that most B.P.S. students are making statistically significant gains in reading in English and in their native language, as well as in mathematics. Thus, the program has achieved its primary objective. However, there are subgroups, particularly among Chinese students, whose performance on mathematics tests in English indicate gains that do not reach statistical significance or, in some cases, losses. These results can not be explained conclusively. However, pre-test scores for these students were relatively high suggesting the possibility of error in test administration, scoring, or score entering. High pretest scores generally result in little or no gain.

A further indication of program accomplishments is the rising and sustained achievement in English and Spanish reading found for some students for whom data were available from 1982 to 1984. Although this sample may not be representative of the program population, the analysis of their performance offers some indication of how groups of B.P.S. students perform over time.

The recommendations for the B.P.S. project have been integrated with the sections of this evaluation report where applicable and appear in summarized form below:

1. The project might explore the possibilities of establishing an articulation agreement with local colleges serving project paraprofessionals to ensure that courses address their training needs.

2. An active search might be conducted for Chinese language materials appropriate for teaching reading.

3. If resources permit, the project might consider hiring a consultant knowledgeable in language assessment for the Chinese population. This would enable the project to determine levels of proficiency, dialect varieties, and other issues related to the linguistic composition of students in this new program component.

4. The language policy of the target schools in the Chinese component should be studied with particular attention to the potential uses of the native language in instruction.

5. Workshops addressing the cultural values and styles of both the Hispanic and Chinese peoples might be conducted by B.P.S. at relevant sites as part of its in-service training in order to broaden cross-cultural understanding and enhance the integration of the Chinese component with the total program.

6. The project should consider some strategies for preparing para-professionals to deal with school administration requirements which may conflict with the B.P.S. guidelines regarding their roles and responsibilities.

7. Given the difficulty encountered in explaining Chinese students' achievement on tests used for evaluation, it is recommended that the program monitor closely the administration and scoring of tests. Particular consideration should be given to ensuring that test dates for administration conform with the test publishers' guidelines, and that testing time limits be observed. Close monitoring would reduce the possibility of error and enhance the accuracy of statements made about student progress.

VI. APPENDICES

OBE-144

APPENDIX A

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

131 Livingston Street, Brooklyn, N.Y. 11201 • Room 512
Telephone: 522-6941

FIELD INSTRUCTIONAL SPECIALIST'S SUMMARY OF WEEKLY FIELD VISITS

Field Instructional Specialist_____ Week of _____

CODING SYSTEM: E = EXCELLENT G = GOOD F = FAIR N.I. = NEEDS IMPROVEMENT U = UNSATISFACTORY
F = FORMAL OBSERVATION I = INFORMAL OBSERVATION

PARAPROFESSIONAL	Date	District School	Lesson Plans	Teacher Conference	Pupil Logs	Pupil Profiles	Pupil Attendance	Observations	TOPICS DISCUSSED

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201 APPENDIX A (Continued)
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

WEEKLY PROJECTION CHART

FIELD INSTRUCTIONAL SPECIALIST _____ WEEK OF _____

DAY	DATE	DIST.	SCHOOL	TIME AM/PM	CONTACT PERSON	TEL. CONTACT PERSON	COMMENTS

-46-

evised 7/81

BILINGUAL PUPIL SERVICES
EVALUATION CHECKLIST

APPENDIX A (Continued)

PARAPROFESSIONAL _____ DIST. _____ SCHOOL _____ CLASS _____

COOP. TEACHER _____ INST. SPECIALIST _____

Rating System: E = Excellent F = Fair U = Unsatisfactory
G = Good N.I. = Needs Improvement

Date:	Rating	
Pupil Attendance		
Spanish Reading		
E.S.L. or English Reading		
Mathematics		
Pupil Profile Sheets		
Supv. Conf. w/Teacher		
Pupil Logs		
Informal Observation		

Comments/Suggestion: _____

I have read and received this form: _____

Revised 7/83

APPENDIX B

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
Nilda Soto-Ruiz
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

Dear

Your appointment with the screening panel of the program, Bilingual Pupil Services, has been scheduled for _____ at, _____.

You will be required to do the following:

1. Take a written short answer test in English.
2. Write a composition in English.
3. Write a composition in Spanish.
4. Take an oral interview in both Spanish and English.
5. BRING A COPY OF YOUR COLLEGE TRANSCRIPT. Without it, the screening and interview cannot be done. Verification of your college credentials is necessary.
6. Change to Evening Session College since the position with our program is from 8:45 a.m. to 3:00 p.m.

It is important that the screening date be kept. Our waiting lists are very long. If you cannot come for the scheduled screening date, your name will be placed at the end of the roster. The entire screening procedure may take up to six (6) hours. Please make arrangements to remain the whole day.

Thank you for your interest in our program.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

CMD:hc

131 LIVINGSTON STREET • ROOM 512 • BROOKLYN, NEW YORK 11201 • 522-6941

APPENDIX B (Continued)

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

ORAL INTERVIEW FORM

PERSONAL DATA Date _____

Name _____ Place of birth _____

I. PROFESSIONAL PREPARATION

Degree or # of credits _____ Country _____ College _____ Overall Average _____

1. Credits in Education _____
2. Major _____
3. Minor _____
4. Teaching Experience _____
5. Other related work experience _____

II. PROFESSIONAL GOAL(S)

_____

III. JOB PLACEMENT INFORMATION

1. Public Transportation _____
2. Borough Preference _____
3. Car _____ Yes _____ No

IV. GENERAL LANGUAGE EVALUATION (5=Excellent; 1=Extremely poor)

1. ENGLISH

Oral 1 2 3 4 5

Written 1 2 3 4 5

2. SPANISH

Oral 1 2 3 4 5

Written 1 2 3 4 5

V. COMMENTS/RECOMMENDATIONS

_____

_____

VI. How did you find out about B.P.S.?

_____

_____ _____

Field Instructional Specialist Field Instructional Specialist

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
131 LIVINGSTON STREET, ROOM 512
BROOKLYN, NEW YORK 11201

Date _____

I. PERSONAL DATA

Mr.
Ms. _____
(Last) (First) (Middle) (Maiden sur name)

_____
(Address) (Apt.#) (City) (State) (Zip Code)

_____
c/o (if name on mailbox is different from given name)

Marital Status: Single _____ Married _____ Social Security No. _____

Place of Birth _____ Home Phone No. _____

Date of Birth _____ Bus./Other No. _____

U.S. Citizen _____ if not, Declarant No. _____

Length of time in the U.S. mainland _____ Length of time in N.Y.C. _____

Have you ever been convicted or are you now a defendant in any court action?

Yes _____ No _____ If yes, please explain briefly _____

_____

II. EDUCATIONAL PREPARATION (Colleges or Universities)

1. _____ Degree _____ Year _____ Major _____
Name of School

2. _____ Degree _____ Year _____ Major _____
Name of School

III. PROFESSIONAL DATA

List any teaching certificates you hold:

1. _____ _____ _____
Title of Certificate By Whom Issued Date Issued

IV. TEACHING, SUPERVISION OR PARAPROFESSIONAL EXPERIENCE

1. _____
Name or number and address of school Name of Supervisor

_____
Dates of service Position Held

2. _____
Name and number and address of school Name of Supervisor

_____
Dates of services Position held

BILINGUAL PUPIL SERVICES APPENDIX C
PARAPROFESSIONAL COLLEGE DATA SHEET

NAME	CATEG.	DATE ENTERED PROGRAM	COLLEGE	MAJOR	MINOR	CREDITS COMPLETED TO DATE	CREDITS CURRENTLY IN PROGRESS ( ) SEMESTER	EXPECTED DATE OF GRADUATION

-51-

REVISED: 7/14/80

APPENDIX D

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 512
522-6941

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

FIELD PLACEMENT POSITION QUESTIONNAIRE

Name _____ Educ. Asst._____ Educ. Assoc._____

1. What grades have you taught while employed at Bilingual Pupil Services

   Grade_____ # of months_____

   Grade_____ # of months_____

   Grade_____ # of months_____

2. What grade would you prefer for next year?

   1st choice_____

   2nd choice_____

   3rd choice_____

3. What schools have you worked at while in BPS? (specify borough)

   _____

   _____

4. Which "participating" school(s) is (are) most convenient for you to get to? (list them in order from most to least convenient).

   _____

   _____

5. Is there anything else that you would like us to consider in determining your field placement for next year?

   _____

   _____

   _____

   _____

REVISED 7/28/81

APPENDIX E

BILINGUAL PUPIL SERVICES

REQUEST FOR RELEASE TIME

Name: _____

Address: _____

S.S. #: _____

College Attending: _____ Total # Credits Completed: _____

Course(s) Being Taken:

	Time Course(s) Begin	Course Number	Course Title
1.	_____	_____	_____
2.	_____	_____	_____

Release Time Requested:

Day _____ Time _____

Day _____ Time _____

Approved: _____
Celia M. Delgado
Director

APPENDIX F

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
Nilda Soto-Ruiz
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

BILINGUAL PUPIL SERVICES'

PROGRAM PLANNING MEETING FOR FY 1984-1985

June 4, 1984

A G E N D A

I. Greetings - Celia M. Delgado

II. O.B.E. Update - Nilda Soto Ruiz

III. B.P.S. Program Update -- Celia M. Delgado

. Program review and accomplishments
. Goals and objectives for FY 1984-1985

IV. Feedback from Field - Small Group Discussions

. Administrators' Concerns and Recommendations
Facilitators: Celia M. Delgado
Eugenia L. Montalvo

. Parents' Concerns and Recommendations; Parents Advisory Council
Facilitators: Angela R. Bazley
Fernando Crespo

V. Group Summaries and Closing Remarks - Celia M. Delgado

131 LIVINGSTON STREET • ROOM 512 • BROOKLYN, NEW YORK 11201 • 522-6941

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, 5TH FLOOR
BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

APPENDIX G

IN-SERVICE PROGRAM PERFORMANCE REPORT

Semester/Year Spring/1983

Paraprofessional _____ F.I.S. _____

#Absences _____ #Lateness _____

Course A Teaching Reading to Bil. Learner Instructor _____

Course B Teaching Math to Bil. Learner Instructor _____

Course C Teaching E.S.L./Writing to Bil. Learner Instructor _____

Course D Bilingual Material Development Instructor _____

Rating Scale: 1 = Unsatisfactory 2 = Fair 3 = Good 4 = excellent

Performance Indicator	Rating			
	Course A	Course B	Course C	Course D
1. Completion of assignments				
2. Participation in class				
3. Demonstration lessons				

Comments A _____

Comments B _____

Comments C _____

Comments D _____

I have read and received a copy of this evaluation.

Date _____

_____
Educational Associate/Assistant

_____
Assistant Director

_____
Project Director

NEW YORK CITY PUBLIC SCHOOLS
131 LIVINGSTON STREET, ROOM 512
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
BROOKLYN, NY 11201

APPENDIX H

EVALUATION OF IN-SERVICE TRAINING PROGRAM

As part of the evaluation of the In-Service Training Compnent of the Bilingual Pupil Services Program, we are asking participants in the program to complete the questionnaire. Your cooperation is most appreciated.

Please fill in the following:

Ed. Assoc. _____ Ed. Assist. _____ Date entered program _____

In the Reading course, what would you like to have been emphasized?

_____

_____

_____

_____

_____

_____

_____

_____

Instructor's presentation was:

Excellent ____
Good ____
Fair ____
Poor ____

The materials used and recommended were:

Excellent ____
Good ____
Fair ____
Poor ____

Was the course content relevant to the needs of your pupils?

Yes ____

No ____

In the E.S.L. course, what would you like to have been emphasized?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Instructor's presentation was:

Excellent ____

Good ____

Fair ____

Poor ____

The materials used and recommended were:

Excellent ____

Good ____

Fair ____

Poor ____

Was the course content relevant to the needs of your pupils?

Yes ____

No ____

In the mathematics course, what would you like to have been emphasized?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Instructor's presentation was:

Excellent ____

Good ____

Fair ____

Poor ____

The materials used and recommended were:

Excellent ____

Good ____

Fair ____

Poor ____

Was the course content relevant to the needs of your pupils?

Yes ____

No ____

In the Materials Development course, what would you like to have been emphasized?

(Please check)

- ☐ a) Adaptability of materials
- ☐ b) Teacher-made materials
- ☐ c) Commerically available materials
- ☐ d) (Other) _____.

Instructor's presentation was:

Excellent ____

Good ____

Fair ____

Poor ____

Were the materials presented easily adaptable and relevant to your classroom situation? (i.e. grade or level of students served)

Yes ____ No ____ Why? _____

Were the materials presented easily duplicated by yourself and your students?

Yes ____ No ____ Why? _____

Were the materials versatile enough to be used in the different learning areas? (i.e. E.S.L. and/or reading and/or math, etc.)

Yes ____ No ____ Why? _____

Was the course relevant to the needs of your pupils?

Yes ____ No ____ Why? _____

In general how would you rate the effectiveness of the In-Service Training Program?

Excellent ____

Good ____

Fair ____

Poor ____

What do you consider the most significant benefits of the in-service training program?

_____

_____

_____

_____

What do you consider the most significant problems or drawbacks associated with the in-service training program?

_____

_____

_____

_____

Please add any information which might help the program to evaluate the in-service training component.

_____

_____

_____

_____

APPENDIX I

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
Nilda Soto-Ruiz
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

May 11, 1984

EIGHT DISTRICT MONTHLY WORKSHOP

A G E N D A

I- Administrative Matters

A. College Data Forms (Graduates)

B. Transcripts

C. Teacher Evaluations

D. Formal Observations

E. Luncheon

F. Visits from O.E.E.

G. Visits from Mr. Toth

II- Open Court Reading Program

A. Ms. Isabel Charres

III- Lunch

IV- Post Testing Information

BEST COPY AVAILABLE

BILINGUAL PUPIL SERVICES
131 LIVINGSTON STREET, ROOM 512
BROOKLYN, NEW YORK 11201

APPENDIX J

Celia M. Delgado
Project Director

WORKSHOP EVALUATION FORM

Administrative _____ Pedagogue _____

TOPIC: _____ DATE: _____

SITE: _____ TIME: _____

PRESENTER(S): _____

Please take a few moments to evaluate the workshop. This information will be used in planning future workshops. Your comments and suggestions will be greatly appreciated.

Please rate the workshop by checking the appropriate box at the right.

	Excellent	Good	Fair	Poor
1. Clarity of the workshop objectives				
2. Organization of the workshop				
3. Usefulness of the information				
4. Time alloted for questions & clarifications				
5. Achievement of the workshop objectives				
6. Overall effectiveness of presentation				

I would recommend this type of workshop to: _____ paraprofessionals, _____ Teachers, _____ Supervisors, _____ Parents, _____ Community Persons.

I wish the workshop had offered more _____

_____

Additional comments and/or suggestions for future workshop topics _____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION!

BEST COPY AVAILABLE

Revised 7/82

APPENDIX J (Contd.)

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 512

Title _____ Monthly District Workshop #_____

_____ Presenter _____

Please complete this evaluation of the Monthly District Workshop.

Please fill in the following:

1. Ed. Associate _____ Ed. Assistant _____

2. Grade _____

3. Presentation was:

   Excellent _____ Fair _____

   Good _____ Poor _____

4. The materials used and recommended were:

   Excellent _____ Fair _____

   Good _____ Poor _____

5. Was the workshop content relevant to your needs as a paraprofessional?

   Yes _____ Why? _____

   No _____ Why? _____

6. Was the materials development session relevant to your needs as a paraprofessional?

   Yes _____ Why? _____

   No _____ Why? _____

7. What was the most significant aspect of the workshop?

_____

_____

_____

4/5/82 (OVER)

BEST COPY AVAILABLE

8. What was the least significant aspect of the workshop?

_____

_____

_____

9. In general how would you rate the overall effectiveness of this Monthly District Workshop?

Excellent _____ Fair _____

Very Good _____ Poor _____

10. Please state any suggestions (themes, sites, materials, etc.) for future workshops.

_____

_____

_____

_____

_____

BEST COPY AVAILABLE

APPENDIX K

NEW YORK CITY PUBLIC SCHOOLS
131 LIVINGSTON STREET, ROOM 512
BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

PARAPROFESSIONAL EVALUATION BY FIELD INSTRUCTIONAL SPECIALIST

Period Covering_____

Name of Paraprofessional _____ _____
(Last) (First)

Position Held: Educational Assistant _____ Educational Associate_____

School _____ District_____ Grade_____

Cooperating Teacher _____ F.I.S._____

Please rate the paraprofessional using the following scale:

1-Unsatisfactory 2-Needs Improvement 3-Fair but has shown Improvement 4-Good 5-Excellent 6-N.A. = Not Applicable

A. INTERPERSONAL RELATIONS	RATING	COMMENTS
1. Paraprofessional's rapport with:		
a. pupils	____	
b. cooperating teacher	____	
c. Field Instructional Specialist	____	
d. program's staff	____	
2. Plans and prepares work with cooperating teacher:	____	
3. Understands role of Field Instructional Specialist/ paraprofessional:	____	
4. Facilitates positive group interaction:		
a. at In-Service	____	
b. at Monthly Workshops	____	

BEST COPY AVAILABLE

B. EVIDENCE OF COMMITMENT	RATING	COMMENTS
1. Shows initiative in obtaining or making materials, and doing research for the effective teaching of lessons based on pupil needs:	____	
2. Demonstrates ability to plan, enrich and organize learning situations:	____	
3. Formal Lesson Evaluation:	____	
4. Overall informal Lesson Evaluations:	____	
C. IN-SERVICE/MONTHLY WORKSHOPS	**RATING**	**COMMENTS**
1. Participates at Monthly Workshops completes assigned work:	____	
2. Participates at Monthly Workshops and completes assigned work:	____	
3. Monthly Workshops: a. Attendance b. Punctuality	____ ____	
4. In-Service: a. Attendance b. Punctuality	____ ____	
5. School a. Attendance b. Punctuality	____ ____	

D. ADMINISTRATIVE OBLIGATIONS	RATING	COMMENTS
1. Maintains lesson plan notebook in a neat, organized manner:	____	
2. Prepares concise lesson plans:	____	
3. Administrative records (i.e., pupil logs, profile sheets, attendance records, teacher-paraprofessional conferences):	____	
4. Efficiently handles pre/post testing and completion of pupil test data retrieval forms:	____	
5. Fulfills payroll obligations in a responsible manner:	____	
6. Complies with regulations governing use of the program's Mini Resource Library:	____	
E. PROFESSIONAL POTENTIAL	**RATING**	**COMMENTS**
1. Demonstrates ability to assume responsibility:	____	
2. A) Is able to accept constructive criticism:	____	
B) Follows up on Recommendations	____	

(Over)

Additional comments on the paraprofessional's overall performance and potential for teaching.

I have read and received a copy of this evaluation.

Date_____ _____
Educational Associate/Assistant

_____
Field Instructional Specialist

_____
Assistant Director

_____
Project Director

Bilingual Pupil Services
131 Livingston Street, Room 512
Brooklyn, New York 11201

FORMAL LESSON EVALUATION FORM

Name _____ School/Grade _____

Subject/Language _____ Date _____

I. LESSON ASPECTS

A. Objective:

_____appropriate
_____realized

B. Motivation:

_____creative
_____effective
_____interesting
_____related to pupil's experience

C. Lesson Development:

_____sequential
_____well developed
_____final summary

D. Questioning:

_____well worded
_____sequential
_____medial summary
_____pivotal

E. Materials:

_____suitable
_____creative
_____teacher-made
_____multi-purpose

F. Follow-Up:

_____related
_____interesting
_____continuous

II. OVERALL ASPECTS

_____organized
_____sensitive to needs
_____rapport
_____code-switching
_____resourcefulness
_____voice, speech, diction
_____control of group
_____use of time
_____adheres to plan

The following scale will be used to rate areas II and III.

5-outstanding 4-good 3-average
2-needs improvement 1-unsatisfactory

III. Lesson Rating: _____

Comments and Suggestions: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
Field Instructional Specialist

I have read and received a copy of this evaluation.

_____
Educational Assist./Assoc.

Approved: _____
Project Director

APPENDIX L (Continued)

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, 5TH FLOOR
BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

PARAPROFESSIONAL EVALUATION

Period Covering _____ Evaluation No.: 1____ 2____

Name of Paraprofessional _____ _____
LAST FIRST

Position Held: Educational Assistant _____ Educational Associate _____
School _____ District _____ Grade _____
Cooperating Teacher _____

Please rate the paraprofessional using the following scale:

1-needs improvement 2-has shown improvement 3-fair 4-good 5-excellent

A. Interpersonal Relations	Rating	Comments
1. Paraprofessional's rapport with:		
a. pupils	____	
b. cooperating teacher	____	
c. school staff	____	
2. Plans and prepares work with cooperating teacher:	____	
3. Understands role of teacher/paraprofessional in the classroom:	____	
4. Facilitates positive group interaction:	____	
B. Evidence of Commitment	**Rating**	
1. Adapts instruction to the individual needs and capacities of pupils:	____	
2. Makes class instructional program interesting to pupils:	____	
3. Enriches and supplements the physical environment of class:	____	

4. Shows intiative in obtaining or making materials, and doing research for the effective teaching of his/her lessons:	____	
5. Demonstrates ability to plan and organize learning situations:	____	
C. Professional Potential	Rating	Comments
1. Demonstrates ability to assume responsibility:	____	
2. Shows initiative and resourcefulness in developing his/her own teaching style:	____	
3. Is able to accept constructive criticism:	____	
4. Attendance	____	
5. Punctuality	____	
6. Oral language proficiency: English Spanish	 ____ ____	
7. Written language proficiency: English Spanish	 ____ ____	
8. Growth in teaching abilities:	____	

BEST COPY AVAILABLE

APPENDIX L (Continued)

Please provide additional comments on the paraprofessional's overall performance and potential for teaching.

Date _____

_____
Cooperating Teacher's Signature

_____
Bilingual Coordinator and/or Principal's

Revised 7/82

BEST COPY AVAILABLE